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ABSTRACT

The report outlines a K-12 career education program planned and implemented for 18 months. Six goals and objectives were designed to produce career exploration and practical occupational experiences, an instructional model, student and community counseling and placement services, and inservice education. The procedures followed in developing the program and 19 results and accomplishments are listed and discussed. Also described are means of internal and external evaluation and nine conclusions and recommendations for improvement and expansion of the program. The second part of the report presents the results of a third party evaluation done by the Research Coordinating Unit, University of Nebraska which attempted to relate project activity, recommendations, and suggestions to project objectives. Results, activities, and problems were reported to the evaluation committee on a quarterly basis. Tabulation of activities and recommendations directed at the objectives indicates the productivity of the project. The evaluation concludes with a list of future recommendations for what was found to be a generally successful program having local and statewide impact. Appended are: list of career education source materials, student evaluation of an instructional unit, list of teacher-developed units, PERT chart of learning activities for staff improvement, and inservice program evaluation instrument. (MS)

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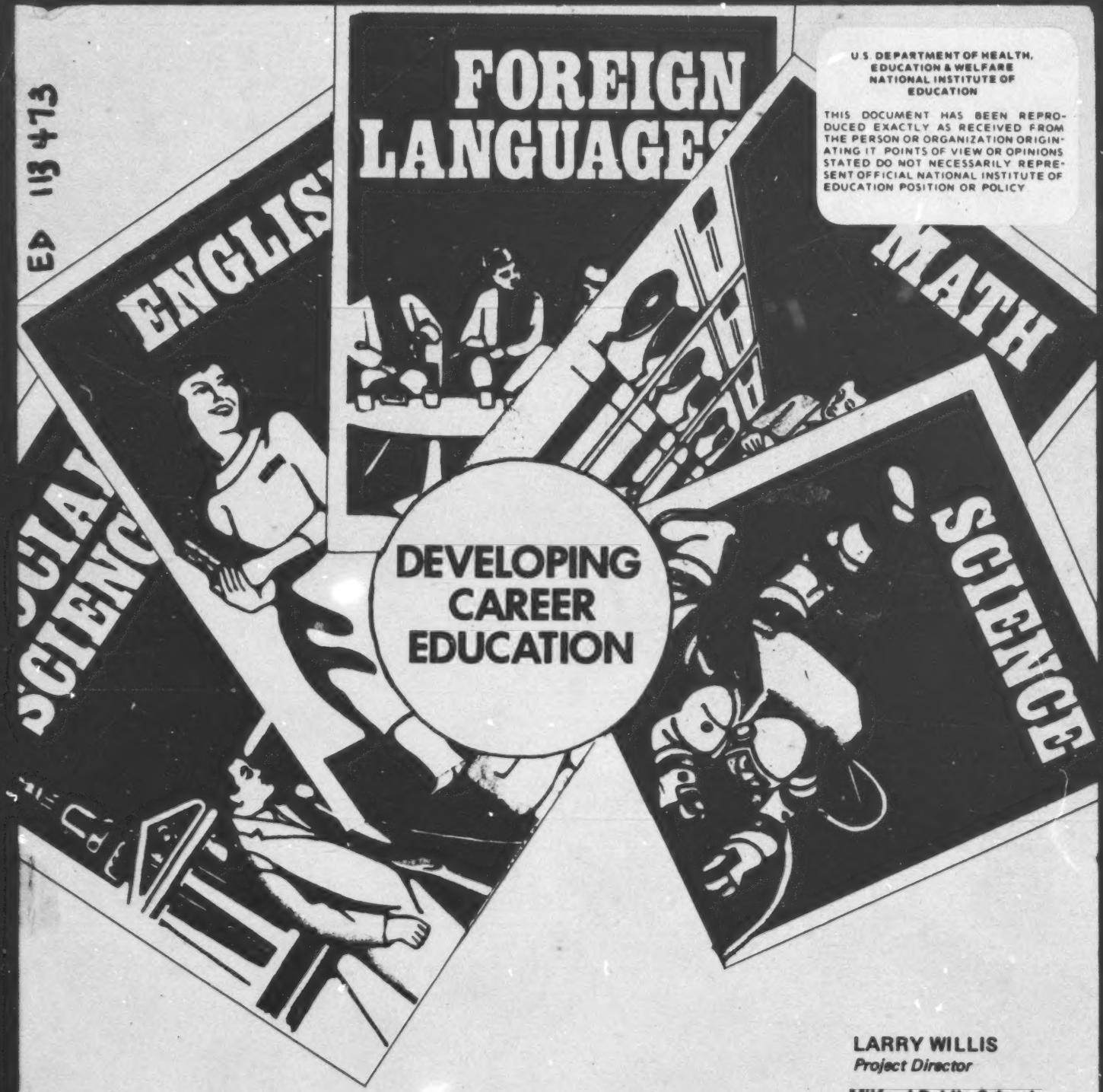

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JUL 17 1975

Report #1

2

FINAL REPORT

Project No. OEG-0-72-0803
Grant No. V261012L

Research and Development Project in Career Education

Conducted Under
Part C of Public Law 90-576

Larry F. Willis, Project Director
State of Nebraska Department of Education
Division of Vocational Education
233 S. 10th Street
Lincoln, Nebraska 68508

September 20, 1973

FINAL REPORT

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The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMARY OF THE REPORT

a. TIME PERIOD COVERED BY THE REPORT: 01/15/72 to 07/20/73

b. GOALS AND OBJECTIVES OF THE PROJECT:

The components of the Milford Public Schools career education model consists of the following:

1. Structure the elementary school curriculum, grades K-6, around the theme of career opportunities and requirements in the world of work.

2. Provide all students, grades 7-9, with hands-on occupational exploration learning experiences.

3. Expand the cooperative education program, grades 11-12, so it will place on jobs all in-school students who desire work and follow up and assist all dropouts with job placements.

4. Develop a continuous progress multi-sensory instructional model for students, grades 10-Adult, which will produce marketable entry-level job skills, or retrain and/or upgrade job skills.

5. Develop comprehensive occupational guidance, counseling and placement service, grade K-Adult, for all "in-and-out-of school" citizens of the community.

6. Carry on a continuous inservice education program for school staff and people of the community to increase their understanding and upgrade their skills with the career education concept.

c. PROCEDURES FOLLOWED:

Step 1: Identification of career education products from other local schools throughout the United States.

The project director used these materials as a part of the inservice program for the summer, 1972.

Step 2: Identification of community resources which could be utilized by the classroom teacher in developing instructional materials for the K-12 students.

The K-12 professional staff interviewed approximately 60 businesses in the community of Milford, Nebraska.

Step 3: Development of an eighty (80) hour inservice program for the K-12 professional staff.

Step 4: Intensify public relations program within the community and throughout the state of Nebraska.

Public relations was a continuous task throughout the duration of the 18-month project.

Step 5: Development of a comprehensive K-6, guidance and counseling program for the school year, 1972-73.

Step 6: Development of a pre-test evaluation of the Milford K-12 educational program and four (4) other control schools of similar size. (See Volume II of II for pre-test and post-test results.)

Step 7: Development and implementation of the Milford Information Center (MIC) at the Milford Public High School.

The office was created for the purpose of providing various types of information for students and parents in the community.

Step 8: Implementation of instructional units into the regular classroom during the 1972-73 school year.

Step 9: Contracting with the Research Coordinating Unit (RCU) at the University of Nebraska to serve as the third party evaluator of the 18-month project.

Personnel from the Educational Service Unit #6 and Elton Mendenhall of the RCU served on the evaluation team and met on a quarterly basis.

Step 10: Development of individualized, inservice program for the K-12 staff for the purpose of revising the instructional units which were implemented during the school year, 1972-73. (summer, 1973).

d. RESULTS, ACCOMPLISHMENTS:

The following tasks are a list of results and accomplishments for the duration of the 18-month project:

1. Development of a Community Resource Book which has been used by the K-12 teaching staff to identify people in the community which has enhanced the students knowledge of the different types of work roles in the community of Milford.

2. There has been an increase of 10% in the number of learning activities which were community based or outside the regular classroom. This has provided the students an opportunity to explore and gain knowledge of the people in many different work roles. This kind of "hands-on" experience cannot be provided in the regular classroom.

3. A comprehensive evaluation of the Milford Public School system with four (4) other schools of similar size has validated the needs and accomplishments of developing the concept of Career Education in the Milford Public School District #5 as well as in other schools throughout the state of Nebraska. (Refer to Volume III of III for pre and post test results.)

4. Fifth grade students in the Milford Public School District increased their awareness 100% of different work roles as compiled from the instrument entitled "List of Jobs You Know Something About." (Refer to Volume III of III, pp. 33-34).

5. Development of Occupational Information Directory for use by students, parents, and teachers. There have been over 250 requests for occupational information from students, parents, and teachers in the school district.

6. Development of a Checker-Training Course for 10th, 11th, and 12th Grade Students. The students had the opportunity to learn how to operate five (5) different types of cash registers.

7. Development of a mini-course program entitled: "Exploration Through Technology" for 10th, 11th, and 12th Graders at Nebraska Technical College in Milford, Nebraska. (Refer to Report #1: "Exploration Through Technology for Program Plan and Student Response".) Volume II of III Volumes.

8. The K-12 teaching staff developed 188 instructional units (Elementary--67 and Secondary--121) which have been revised or developed during the 18-month project.

9. The Master Teacher publishing company of Manhattan, Kansas, will publish the K-12 instructional units developed by the Milford Professional staff on a cost recovery basis. Master Teacher has a subscription of 3,000,000 in the United States and 14 foreign countries.

10. All of the K-12 instructional units will be forwarded to the Nebraska State Department of Education to be stenciled and disseminated to other Nebraska teachers.

11. Four (4) members of the elementary teaching staff (Nancy Winseman, Sharon Cobb, Mary Kinsey, and Joan Sterns) have been asked to write the teacher guides for two new series related to career awareness (Kindergarten through Sixth). These two video-taped series will be viewed over Educational Television (ETV) throughout the State of Nebraska during the school year, 1973-74). The titles of the two series are "Work-A-Day World" and "Job Cue".

12. Development of slide presentation of learning activities which have taken place during the 1972-73 school year as they relate to the concept of Career Education.

13. Dissemination of 1500 copies of the project's one-year report to educators in Nebraska and other states.

    Dissemination of 500 copies of instructional units developed by the professional staff during the 1972-73 school year.

14. The project director and several staff members of the Milford Public Schools have been involved in developing and implementing inservice programs or workshops for five (5) local schools or agencies. They are:

    a. Crete Public Schools
    b. Secondary Counselor Workshop at Kearney State College
    c. Area Teachers at Nebraska Western College at Scottsbluff, Nebraska.
    d. K-12 teaching staff at Scottsbluff Public Schools.
    e. Two (2) Fall Workshops for teachers in the Educational Service Unit #6 in Milford, Nebraska.

15. Development of individualized, inservice program for the development of the concept of career education in other local schools in Nebraska. The inservice program is made up of nine (9) modules of instruction for curriculum development.

16. Project Director invited to serve on advisory committee for Career Education in the Teachers College, University of Nebraska, Lincoln.

17. Implementation of "World of Construction" and "World of Manufacturing" exploratory programs.

e. EVALUATION

The evaluation strategy of the Milford Career Education Project has been a process involving internal assessment regarding individual component activity and external assessment of the procedures and strategies used to install career education into the system. The third party evaluation consisted of six quarterly evaluation meetings, a format for relating activities to objectives and recommendations, and a final report. Within this structure there was an evaluation committee made up of State Department Administrators, Local School Administrators, Educational Service Unit Representatives and Research Coordinating Unit Representatives. This committee acted as a monitoring group, met quarterly and discussed problems and recommendations to project staff. The evaluation committee also reviewed and reacted to each quarterly report, the quarterly evaluation report and recommendations submitted to the project. Each evaluation report became a part of the following quarterly report submitted by the project director.

The limitations of a small rural school are a definite handicap if a type of evaluation system or curriculum validity involving sophisticated research is desired. The Milford Career Education project was definitely designed to be operationally feasible for a small school system and at the same time, to conduct some simplified evaluation efforts toward planning and developing career education activities.

The external evaluation activity of the Milford Project was assisted in directing project effort at specific problem areas while maintaining a balance in overall project direction. It has also contributed immensely to the communication efforts necessary for successful administration of this project.

Internal evaluation efforts rested with the project staff and individual classroom teachers as curriculum units were installed in the teaching activity.

f. CONCLUSIONS AND RECOMMENDATIONS

The following recommendations and conclusions are the result of the 18-month research project:

1. If Career Education is to be a strategy for students to apply the basic skills and knowledges in the regular classroom, career education must be an integral part of the educational program.

2. Community-based learning activities and projects serve as a base for demonstrating relevance of the subject-matter in the classroom.

3. Based upon the pre and post test evaluation of the guidance and counseling programs in the five (5) schools, there is a need to expand the types of services provided to students in our secondary education programs.

4. Students and parents need to have more occupational and educational materials disseminated to them.

5. Structured group guidance program should be developed at various grade levels at the secondary school level.

6. The elementary guidance and counseling program should be an integral part of the K-6, educational program. The elementary guidance counselor should work both in individual and group settings.

7. Student and parent evaluation of community-based learning activities with the Milford Public Schools is very positive.

8. The goal of career education that all work has dignity must become a primary objective of the concept of career education based upon the pre and post test results at the five (5) school locations. The evaluation results of the student population stated that consistently the professional occupations (doctor, lawyer, teacher) were the most important to our society as well as their preference if they had the opportunity to choose a career at this point in their educational program.

9. If the concept of career education is to be a viable method of helping students, teacher-education institutions and state departments of education must and can provide the necessary leadership in developing this philosophy with local schools.

BODY OF THE REPORT:

a. Problem area toward which the project was directed, including references to the original proposal, previous studies and experiments, and related literature.

Problem Area

The Milford Public Schools have, for a number of years, offered strong programs in grades 9 through 12, designed to provide job preparation in agriculture and agri-business occupational areas. The present need is to make a concentrated effort to further expand, synthesize and evaluate a school-based K-Adult career education program exemplifying what can be reality for the typical rural school system in the State of Nebraska. (Statements directly from original proposal.)

The problem towards which this project has been developed has been to identify, develop, and implement a philosophy and instructional activities which are feasible for a small, rural school system in Nebraska. Since Milford Public Schools is more typical than atypical of the size schools in Nebraska, the validated programs and learning activities can be shared or transferred to many schools in the state of Nebraska.

The question to be answered through this project has been, "How and to What Extent can a small, rural school district implement the concept of career education with limited community resources?"

Related Literature

Refer to Appendix A for the review of career education literature which was instrumental in developing and implementing a conceptual career education model for the small rural school system in the state of Nebraska.

The project director completed an extensive investigation of instructional products and ideas related to the concept of career education of the 50 exemplary projects in the 50 states as a basis for the development of the career education in the Milford Public School district. Over 500 individual letters requesting materials and evaluation of the instructional materials were sent to various local schools and educational agencies throughout the United States during February and March of 1972.

b. GOALS AND OBJECTIVES OF THE PROJECT:

GOALS

1. Structure the elementary school curriculum, grades K-6 around the theme of career opportunities and requirements in the world of work.

2. Provide all students, grades 7-9, with hands-on occupational exploration learning experiences.

3. Expand the cooperative education program, grades 11-12, so it will place on jobs all in-school students who desire work and follow-up and assist all dropouts with job placements.

4. Develop a continuous progress multi-sensory instructional model for students, grades 10-Adult, which will produce marketable entry-level job skills, or retrain and/or upgrade job skills.

5. Develop a comprehensive occupational guidance, counseling, and placement service, grade K-Adult, for all "in-and-out of school" citizens of the community.

6. Carry on a continuous inservice education program for school staff and people of the community to increase their understanding and upgrade their skills with the career education concept.

OBJECTIVES: (The scope of work to be undertaken under each of the goals above is outlined below.)

1. ELEMENTARY SCHOOL COMPONENT:

Elementary teachers, grade K-6, will assemble career information and develop integrated curriculum packages which will be injected into the elementary school curriculum.

An orientation program for developing career awareness of all elementary teachers will be developed followed by summer workshops for these teachers where they will assemble and/or develop the career information curriculum packages.

2. EXPLORATION EXPERIENCES COMPONENT:

An intensive search will be made to discover the most relevant occupational exploration curricula available. Supplementary developmental efforts will be conducted only when and where necessary. The World of Construction and The World of Manufacturing which were developed under a U.S. Office of Education grant at the Ohio State University will be implemented as one component of the occupational exploration program. "Self Understanding Through Occupational Exploration", a program developed in Oregon will be analyzed and those parts which are appropriate will be incorporated into the exploratory program. Other programs that have been developed throughout the country will be considered in the pre-structured curriculum.

The Nebraska Research Coordinating Unit (RCU) at the University of Nebraska served as the third part evaluator for the duration of the 18-month project. The project director was paid on a performance basis upon completing the identified tasks from the proposal. The RCU has developed six (6) quarterly evaluation reports as well as a final evaluation of the 18-month project.

CHARACTERISTICS OF COMMUNITY

Milford is a rural town with a population of about 1850. Milford has a substantial proportion of middle income families; however, about 15 percent of the families have incomes below the poverty level. The city's economy is dependent on agriculture.

The local school district of the City of Milford enrolls about 750 pupils in grades K-12.

LEVEL	NO. OF SCHOOLS	NO. OF COUNSELORS	NO. OF PUPILS	NO. OF TEACHERS
Elementary	2	0*	420	23
Jr. - Sr. High	1	1	338	21
TOTAL:	3	1	758	44

*Elementary Guidance Counselor is part of the Project

PROCEDURES FOLLOWED

The following steps were followed in planning and developing the concept of Career Education in the Milford Public Schools:

Step 1: Identification of career education ideas and products from other local schools throughout the United States.

The project director used these materials as part of the staff inservice program for the summer, 1972. Approximately 500 letters were sent to the 50 exemplary projects in all 50 states. The response to our requests was excellent. The materials which were collected were used by the staff for their orientation to the concept of Career Education and how other schools have developed instructional materials for the classroom.

Step 2: Assess the K-12 educational program to identify where and to what extent the Milford Public Schools were in the development of the concept of career education through the use of a questionnaire.

This procedure provided concrete data on which to begin to develop an inservice program for meeting the needs of the professional staff.

Step 3: Identification of community resources which could be utilized by the classroom teacher in developing instructional materials for the K-12 students.

The K-12 professional staff interviewed approximately 60 businesses in the community of Milford, Nebraska (included farmers.)

The project director presented the concept of career education to the Lincoln Personnel Association (L.P.A.) to assess the interest of personnel managers in serving as resource people for the Milford Public Schools. This organization is composed of approximately 90 personnel managers of businesses in Lincoln, Nebraska. Ten(10) personnel managers from large firms in Lincoln filled out the questionnaire stating that they were interested in serving as resource people for the Milford Public Schools.

The responses from the survery of community resources was then compiled into a booklet which was disseminated to department chairmans and the school libraries. The results of the survey have been used as part of the staff inservice program.

Step 4: Development of an eighty (80) hour inservice program for the K-12 professional staff.

The participants of the inservice program were invited to participate and not required to participate. There were 26 staff members who participated in the summer, 1972, inservice program.

Step 5: Development of an intensive public relations program of the concept of career education within the community and throughout the state of Nebraska.

The public relations program has consisted of 81 activities during the 18-month project which included the use of newspaper and television media, presentations to civic groups and presentations to educational institutions such as the University of Nebraska and Kearney State College.

Public information has been a continuous activity throughout the duration of the 18-month project.

Step 6: Development of a pre-test evaluation of the Milford K-12 educational program and four (4) other control schools of similar size. (See Volume III of III for pre-test and post-test results.)

The objective of the evaluation was to identify what knowledge students had of the world of work and their evaluation of their guidance and counseling services provided by each of the schools.

The pre test evaluation was administered to the students at Milford Public Schools and the four (4) control schools in May, 1972. The post test was administered to the same populations in May, 1973. The responses to the pre and post test totaled 2,137 students from the five (5) schools.

Step 7: Contracting with the Research Coordinating Unit (RCU) at the University of Nebraska to serve as the third-party evaluator of the 18-month project.

Personnel from the Educational Service Unit#6, and Mr. Elton Mendenhall of the RCU served on the evaluation team and met on a quarterly basis. The final evaluation made by the RCU is presented on page 23.

Step 8: Development of a comprehensive K-6 guidance and counseling program for the school year, 1972-73.

When the additional counselor was hired, the project director and the new counselor developed plans for utilizing the new personnel at the elementary school units.

The elementary guidance counselor functions both in K-6, group settings, and individual student settings.

Step 9: Implementation of instructional units into the regular classroom during the 1972-73 school year.

Student and teacher evaluation of the instructional units have been reported in the 6 quarterly reports. The system of evaluation ranged from audio-tape evaluations of the lower grades (K-4) to written responses to evaluation instruments developed by the upper grade staff members.

Parent responses from the community were also audio-taped for their reaction to the effectiveness of the concept of career education.

Step 10: Development and implementation of the Milford Information Center (MIC) at the Milford High School.

The office was created for the purpose of providing various types of information for students, parents, and teachers in the community. The information provided

consisted of career or occupational information, job placement information, and any other requests for general information.

Step 11: Continuous coordination and planning by the guidance counselors and project director in assisting the professional teaching staff with their implementation of newly-developed instructional units throughout the 1972-73 school year.

Step 12: Development of individualized, inservice program for the K-12 staff for the purpose of revising the instructional units which were implemented during the school year, 1972-73.

The second inservice program was implemented during the summer of 1973.

d. RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

The following tasks are a list of results and accomplishments for the duration of the 18-month project:

1. Implementation of two (2) exploratory programs at the Junior High School level. The "World of Construction" for seventh grade students and the "World of Manufacturing" for eighth grade students was completed during the 1972-73 school year.

2. Development of a Community Resource Book which has been used by the K-12 teaching staff to identify people in the community as well as Lincoln, Nebraska which has enhanced the students knowledge of the different types of work roles in the community of Milford and Lincoln.

3. There has been an increase of 10% in the number of learning activities which were community based or outside of the regular classroom. This has provided the students an opportunity to explore and gain knowledge of the people in many different work roles. This kind of "hands-on" experience cannot be provided in the regular classroom.

   There has been a 30% increase in the number of resource people who have contributed to the educational development of students in the Milford Public Schools during the 1972-73 school year.

4. A comprehensive evaluation of the Milford Public School system with four (4) other schools of similar size has validated the needs and accomplishments of developing the concept of Career Education in the Milford Public School District #5 as well as in other schools throughout the state of Nebraska. (Vol. III of III Vol. Report #3, pre & post test)

5. Fifth grade students in the Milford Public School District increased their awareness 100% of different work roles as compiled from the instrument entitled, 'List of Jobs You Know Something About". (Refer to Volume III of III Volumes, Report #3, page 33.)

6. Development of a Checker-Training Course for 10th, 11th, and 12th Grade students. The students had the opportunity to learn how to operate five (5) different types of cash registers.

   The operation of a basic cash register has been identified as a commonality skill which is required by a majority of occupational areas. The five (5) cash registers were leased from an office equipment company in Lincoln at a very minimal fee. The students who completed this training were from the 10th Grade General Business class, 11th grade Bookkeeping class, and the 12th grade Home Economics Related Occupations (H.E.R.O.) class. The student evaluation of this training is in Appendix B.

7. Development of Occupational Information Directory for us by students, parents, and teachers. There have been over 200 requests for occupational information from students, parents, and teachers in the school district. The majority of the occupational information materials have been located in the Milford Information Center (MIC).

8. Development and implementation of a mini-course program entitled, "Exploration Through Technology" for 10th, 11th, and 12th graders at Nebraska Technical College in Milford, Nebraska.

   The proposal for this exploration program was presented to the staff and administration of the Nebraska Technical College in January, 1973, for discussion purposes. The 18 mini-courses were developed and implemented by the staff of NTC on June 14 and 15, 1973. (Refer to Volume II of III Volumes--Report #1: Exploration Through Technology, for program plan and student response.

9. The K-12 teaching staff developed 188 instructional units (Elementary--67 and Secondary --121) which have been revised or developed during the 18-month project.

   The instructional units range in length from 1 or 2 days to a 9 week program. Refer to Appendix C for bibliography of K-12 instructional units.

   The learning activities have been designed around the 15 clusters of occupations at the K-6 level. If a student would

complete the K-6 educational program based upon the instructional development to date, he/she would have some exposure to the 15 clusters of occupations before he/she would be promoted to the junior-senior high school program.

10. The Master Teacher publishing company of Manhattan, Kansas, will publish the K-12 instructional units developed by the Milford Professional staff on a cost recovery basis. Master Teacher has a subscription of 3,000,000 in the United States and 14 foreign countries.

    Copyrights remain with the U.S. Office of Education and Milford Public School district.

    Master Teacher will publish and disseminate only those instructional units which have been field tested and revised.

11. Development of slide presentation of learning activities which have taken place during the 1972-73 school year as they relate to the concept of career education.

    This 12 minute presentation with audio-tape presentation has been used in explaining the concept of career education in the Milford Public Schools. The presentation consists of 80 colored slides.

12. All of the K-12 instructional units will be forwarded to the Nebraska State Department of Education to be stenciled and disseminated to other Nebraska teachers.

13. The project director is serving on the advisory committee for Career Education in the Teachers College, University of Nebraska, Lincoln.

    The purpose of this 15 member board is to discuss how teachers college can prepare through pre-service and in-service programs teachers to implement the philosophy and concept of career education in the state of Nebraska.

14. Milford Public Schools has disseminated the following items to other local schools and educational agencies throughout the country:

    a. 1500 copies of the project's one-year progress report. (February, 1973)

    b. 500 copies of instructional units developed by the professional staff for the 1972-73 school year.

    c. 200 copies of the Pre-Test Evaluation Report.

    d. 100 copies of Report #1: "Exploration Through Technology."

15. The project director and several staff members of the Milford Public Schools have been involved in developing and implementing inservice programs or workshops for five (5) local schools or other educational agencies. They were:

a. Crete Public Schools.
b. Secondary Counselor Workshop at Kearney State College.
c. Area teachers at Nebraska Western College at Scottsbluff, Nebraska.
d. K-12 teaching staff at Scottsbluff Public Schools at Scottsbluff, Nebraska.
e. Two (2) Fall Workshops for teachers in the Educational Service Unit #6 district. (Doane and Concordia College)

16. Four (4) members of the elementary teaching staff (Nancy Winseman, Sharon Cobb, Mary Kinsey, and Joan Sterns) have been asked to write the teacher guides for two new series related to career awareness (Kindergarten through sixth). These two video-taped series will be viewed over Educational Television (ETV) throughout the State of Nebraska during the school year, 1973-74. The titles of the two series are "Work-A-Day World" and "Job Cue."

17. Development and implementation of an individualized inservice program for the development of the concept of career education in other local schools in Nebraska. The inservice program is made up of nine (9) modules of instruction for curriculum development. Refer to Appendix D for the program plan.

The inservice program was entitled: "Learning Activities for Staff Improvement." The inservice program consisted of the following nine (9) modules:

1. Orientation to Career Education.
2. Self Assessment for Inservice for Career Education
3. Program Articulation
4. Occupational Clusters
5. Review of Literature for Career Education
6. Career Education Elements
7. Format for Curriculum Development
   A. Elementary
   B. Secondary
8. Supplemental Skill for Curriculum Development (Writing behavioral objectives, set, and closure, etc.)
9. Alternative Ways to Learning (Team Teaching, Mini-Courses, Tutoring, etc.)

Based upon the assessment of each module by the K-12 Milford teaching staff, revision of each module will and is taking place. The Milford Public School staff evaluation of this approach has been very favorable. Refer to Appendix E for example of evaluation instrument used in assessing the appropriateness of each module in the inservice program.

This inservice program can be used with other schools in developing curriculum or instructional units around the theme of career education.

18. Development and implementation of the Milford Public Schools Self-Evaluation as part of requirement for North Central Accreditation. Career Education and its activities were an integral part of the self-study.

19. Implementation of individualized instruction program in the Diversified Occupations program. The lattice concept for learning has been developed by Mr. James Bikkie of the Business Education Department, Teachers College, University of Nebraska, and has been experimentally implemented into the Diversified Occupations (D.O.) related class. The packages which were developed by Mr. Bikkie and Distributive Education teacher-coordinators throughout the state of Nebraska is instruction which is based upon the needs of the student and his training station. Learning is based upon a total competency approach to the classroom. The packages of instruction consist of competencies necessary to go into marketing or distributive occupations.

Public Relations and Promotion of the Concept of Career Education:

# of Promotional Activities	LOCAL PROMOTION IN MILFORD, NEBRASKA
1	1. Presentation of Career Education program to be developed to Parent Teacher Organization (PTO).
15	2. Newspaper articles in Milford Times and School Newspaper (Eyrie) 15 articles.
1	3. Meeting with local advisory committee on career education.
3	4. Progress reports to local board of education--3 meetings.
2	5. Presentations to following civic groups: a. Milford Chamber of Commerce b. Milford's Womens Club
1	6. Presentation to Parents of 3rd and 4th grade students.
3	7. Newspaper articles in Seward Co. Independent and Lincoln Journal, 3 articles.
SUB-TOTAL 26 promotional activities	

# of Promotional Activities	STATE AND NATIONAL PROMOTION
2	8. Magazine Articles in following: a. Farm Journal, May, 1973. b. American Vocational Education Journal, February, 1973.
1	9. Television program presentation on Career Education and Mini-Courses at Nebraska Technical College in Milford--15 minute program from Channel 10, Lincoln Nebraska. (Program: "On The Campus")
30	10. Hosted visitors from different schools from Nebraska and Iowa during the 1972-73 school year.
1	11. Hosted 40 teacher-educators and state department of education personnel for orientation to career education program. (August, 1972)
	12. Presented Milford's Career Education program to the following graduate classes:
1	a. Kearney State College--1 presentation
5	b. University of Nebraska at Lincoln--5 presentations
5 workshops	13. The project director and several staff members of the Milford Public Schools have been involved in developing and implementing inservice programs or workshops for five (5) local schools or other educational agencies. They were:
	a. Crete Public Schools.
	b. Secondary Counselor Workshop at Kearney State College.
	c. Area teachers at Nebraska Western College at Scottsbluff, Nebraska.
	d. K-12 teaching staff at Scottsbluff Public Schools at Scottsbluff, Nebraska.

# of Promotional Activities	STATE AND NATIONAL PROMOTION
	e. Two (2) Fall Workshops for teachers in the Educational Service Unit #6 district. (Doane College and Concordia College).
	14. Lincoln Civic Groups
1	a. Promotion of project at Phi Delta Kappa Dinner Meeting at Legion Club.
1	b. Promotion of project at the monthly meeting of the Lincoln Personnel Association.
1	c. Promotion of project at Downtown Kiwanis Club Meeting in Lincoln.

# of Promotional Activities	STATE AND NATIONAL PROMOTION
	15. Professional Teachers Organization
1	a. Nebraska Business Education Fall Workshop at Hordeville, Nebraska, (1972)
1	b. Nebraska Business Education Spring Workshop at Cornhusker Hotel in Lincoln, Nebraska.
1	16. Official visitation from representatives from the U.S. Office of Education, Washington, D.C., and Kansas City, Missouri.
1	17. Hosted visitors from Educational Service Unit (ESU) #10 in Kearney, Nebraska.
1	18. Presented overview of project to 50 administrators who were enrolled in graduate class at the University of Nebraska during the summer session (1973).

# of Promotional Activities		STATE AND NATIONAL PROMOTION
1		19. Promotion and discussion of the project with the Nebraska Vocational Education Advisory Council meeting held in Omaha, Nebraska.
1		20. Project director served as group leader for the Governor's Conference on Career Education (Spring, 1973).
Subtotal	55	state and national promotional activities

TOTAL PROMOTIONAL ACTIVITIES RELATED TO THE RESEARCH PROJECT 81.

EVALUATION REPORT

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

MILFORD PUBLIC SCHOOLS

MILFORD, NEBRASKA

July, 1973

Nebraska Research Coordinating Unit

for

Vocational Education

University of Nebraska

INTRODUCTION

This evaluation plan was developed as the career education project evolved into an operational process. Much of the basic evaluation component was established in the original proposal in specified sequence to other project activity. The actual data gathered, tests developed and administered, and the format for monitoring the project became an operational activity.

A philosophy of cooperation and consultation was a part of this project from the early stages of proposal writing. Consultation with representatives from the local school, university staff, State Department of Education and the Research Coordinating Unit was a part of the proposal development activity.

With the components of evaluation built into the proposal and a philosophy of continuing assessment and adjustment, a part of the project, the evaluation activity became a monitoring system.

Internal evaluations scheduled in the project, PERT, were carried on by the project director and staff. The results, activities and problems of the project were reported to the evaluation committee on a quarterly basis. The Research Coordinating Unit acted as third party evaluator, and coordinator of the evaluation committee reporting and dissemination activity. A format for relating project activity, recommendations and suggestions to project objectives was developed by the Research Coordinating Unit.

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PROJECT DIRECTION

I. PROJECT GOAL

To expand, synthesize and evaluate a school based K-Adult career education program in a rural school system.

II. PROJECT OBJECTIVES

A. Structure the elementary school curriculum, grades K-6, around the theme of career opportunities and requirements in the world of work.

B. Provide all students, grades 7-9, with hands-on occupational exploration learning experiences.

C. Expand the cooperative education program, grades 11-12, so it will place on jobs all in-school students who desire work and followup and assist all dropouts with job placement.

D. Develop a continuous progress multi-sensory instructional model for students, grades 10-adult, which will produce marketable entry-level job skills, or retrain and/or upgrade job skills.

E. Develop a comprehensive occupational guidance, counseling, and placement service, grades K-adult, for all "in-and-out-of school" citizens of the community.

F. Carry on a continuous inservice education program for school staff and people of the community to increase their understanding and upgrade their skills with the career education concept.

III. COMPONENTS

A. ELEMENTARY SCHOOL COMPONENT: Assembly of materials, development of curriculum packages, providing occupational awareness activities, development of a teacher orientation program for career education.

B. EXPLORATION EXPERIENCES COMPONENT: Search exploratory materials, identify and implement supplementary exploratory programs, The World of Construction, The World of Manufacturing, "Self Understanding Through Occupational Exploration", provide teacher inservice.

C. COOPERATIVE EDUCATION COMPONENT: Provide part-time jobs related to student preparation, placing dropout prone students on career related jobs, craftsmen sponsored trainees, awarding formal school credit.

D. INTENSIVE JOB TRAINING COMPONENT: Occupational clusters for rural schools, technical community college, "in-house" multi-sensory model based on job proficiency, marketable skills.

IV. COMPONENT OBJECTIVES

A. ELEMENTARY SCHOOL

1. Collect and review current career education materials and assemble these materials for reference.

2. Develop instructional packages integrating career information into the elementary school curriculum.

3. Provide occupational awareness activities to students through multi-sensory media which meets needs of individual students.

4. Develop an orientation program for elementary teachers to assist them in assembly and/or developing career information curriculum packages.

B. EXPLORATION EXPERIENCES

1. Review and assemble reference materials for exploratory programs in career education

2. Install new programs - World of Construction and World of Manufacturing

3. Develop new exploratory activity programs.

C. COOPERATIVE EDUCATION

1. Provide students with part-time job experiences related to students occupational preparation.

2. Assist in placing "dropout" prone students in career related jobs.

3. Provide "craftsmen" sponsored training programs for students.

4. Award formal school credit to students for work experience programs.

D. INTENSIVE JOB TRAINING

1. Develop an instructional model directed toward multi-sensory, continuous progress for students 10-adult.

2. Provide instructional models that will produce students with marketable entry-level job skills.

E. GUIDANCE AND COUNSELING

1. Provide counselor inservice training to familiarize with theories of career development and concepts of career education.

2. Develop a systemized approach to offering counseling services.

3. Develop guidance and counseling criteria stated in terms of student behavioral objectives.

4. Develop placement prodecures for in-school students and adults of the community.

5. Canvass potential employers to identify placement opportunities in the community.

F. EVALUATION

1. Assess the effectiveness of each project component.

2. Assess the overall value and success of the total project.

3. Provide communication between local school officials and outside consultants in assessment techniques for project activity.

4. Document methods and procedures utilized in project activities.

5. Provide for a quarterly evaluation effort.

V. EVALUATION STRATEGY

A. DECISIONS

1. Planning: Decisions which pertain to selection of objectives.

2. Structuring: Decisions which are those decisions involved in the design of the program to achieve stated objectives.

3. Implementing: Decisions which are those required for putting the program into operation and carrying it out.

4. Recycling: Decisions refer to whether the program actually reaches its objectives, and the implications of its success or failure.

Given the four kinds of decisions considered above, there are also four kinds of evaluation inherent in the CIPP model. (Daniel L. Stufflebeam)

B. EVALUATION

1. Content Evaluation: Provides information for planning decisions.

2. Input Evaluation: Provides information for structuring decisions.

3. Process Evaluation: Provides information for implementing decisions.

4. Product Evaluation: Provides information for recycling decisions.

PROJECT SELECTION

I. SELECTION PROCEDURE

Selection of the Milford Public Schools as the site for a career education project under Part C Vocational Research monies was based upon the following:

A. Criterion identified in guidelines for Supplemental Allocation from the U.S. Office of Education -- Policy Paper No. AVTE-V72-1.

B. Must be a small rural community.

C. Commuting distance of State Department of Education.

D. Resources and supportive services available to the schools.

E. Ability to develop and prepare career education proposal and letter of assurance within the time restrictions of notification.

F. Commitment of school administration and community leaders to carrying out a K-12 career education project.

II. SCHOOL CHARACTERISTICS

Milford Public Schools is a K-12 system organized in a K-6-6 structure as a class three district with an A accreditation rating. The physical plants consist of two elementary schools and a single high school. The system enrolls approximately 750 pupils in grades K-12. There are 23 elementary teachers and 21 junior and senior high school teachers.

III. COMMUNITY CHARACTERISTICS

Milford is a rural town with a population of approximately 1,350 persons. A substantial portion of the population is of middle income families with about 15 percent of the families having incomes below poverty level. The city's economy is dependent upon agriculture and activities of the Community Technical College located in Milford. Educational Service Unit #6 is located in Milford and provides valuable service to the area schools of which Milford is a part. The close proximity of the city to Lincoln offers some attraction to commuting for employment.

IV. CONTROL GROUP

In order to have some measures available comparing trends from the Milford schools to similar rural Nebraska schools, five control schools were selected upon criterion listed below.

A. Similarity in rural setting

B. Enrollment

C. Cooperative attitude toward comparison testing

D. Outside local influence of Milford Public Schools

PROJECT MEASURES

With the absence of a budgeted evaluation component in the project proposal the primary duties of evaluation became part of the project staff operation. Installation of activity directed at satisfying needs of students became the major goal of the project. Reliability of the activity selected to satisfy a need was dependent upon use of advisory committees, community surveys, consultants and procedures identifiable from other projects. Realizing the limitations of small school resources and the necessity of priority budgeting, a large portion of project assessment is related to activity installation

directed at project goals and objectives. Specific measures of curriculum unit validity; student, parent, and counselor attitudes was carried on by project staff. The designated third party evaluator and evaluation committee became more of an audit and advisory operation than evaluator.

DATA

The following tables are presented in order to reflect the types and numbers of activities developed and implemented during project operation.

TABLE I

Objective	Number of Major Activities Directed At the Objective	Number of General Recommendations Directed at Objective
A	40	5
B	38	6
C	36	7
D	36	6
E	40	5
F	55	4

Table I is an indicator of the ability of the project to maintain a balance in directing activity at the various project objectives. Installation of a new program throughout an entire system always runs the risk of becoming bogged down in one or two areas thus hindering the progress in other project areas. The tabulations in Table I are indications of the success of project administration dispersing the effort of the project throughout the K-12 system.

Table II

	Number of Activities	Percent of Total Activities
Activities directed at a single project objective	44	48%
Activities directed at two project objectives	14	15%
Activities directed at three project objectives	9	10%
Activities directed at four project objectives	10	11%
Activities directed at five project objectives	9	10%
Activities directed at six project objectives	6	6%
Total	92	

Table II is a result of the classification of major project activities according to their influence over project objectives. Forty-eight percent of the activities were directed at meeting the needs of a single project objective which illustrates the concentration of project effort toward the six major objectives. Although the remaining tabulations of Table II are also indicators of activities directed at the six major project objectives, they are in combinations of more general application.

Table III

	Reference in Quarterly Report	Objectives A	B	C	D	E	F
FIRST QUARTER							
1. Development of "In House" communication system	II-B	x	x	x	x	x	x
2. Project discussed with advisory committee	II-G	x	x	x	x	x	x
3. Data collection and curriculum materials compilation	III	x	x	x	x		x
4. Evaluation plans with pre & post tests and control sites	IV	x	x	x	x		
5. Career Education community resource book	V-A	x	x	x	x		x
6. Curriculum modification staff inservice program, student registration (IACP)	V-B		x				
7. Attendance at USOE Regional Conference "Career Education and the Environment"	V-C						x
8. Staff employment and utilization	VI						x
9. General staff meetings to discuss concepts of career education	VII-A	x	x	x	x		x
10. Building staff meetings to discuss community resource book to assist students in career development	VII-B	x	x	x	x	x	x
11. Development of inservice programs for staff	VII-C	x	x	x	x		x
12. Elementary inservice development and implementation	VII-D	x					x
SECOND QUARTER							
13. Staff hired to teach World of Manufacturing and Agriculture	I		x				
14. Parent-teacher orientation meeting on career education	II-A		x		x		x
15. Vocational advisory committee meeting for program implementation	II-B			x	x	x	x
16. Control school evaluation meeting held for pre-test instrument	II-C	x					
17. Inservice activity for community and teacher education	II-D						x
18. Procure material on career education for curriculum development	III		x	x	x		x
19. Development of pre and post tests and identification of test sites	IV	x					
20. External evaluation and recommendations by evaluation team	V-A	x	x	x	x		
21. Staff orientation to career education visitations	V-B						x
22. Identification of community and state referral agencies for training assistance	VI			x	x	x	
23. Instructional units developed by staff during summer inservice	VII	x	x	x	x		x
24. Promotion of career education in community (news releases, etc.)	VIII-A			x	x		x
25. Promotion of career education in public schools and State Department of Education	VIII-B	x	x	x	x		x
26. Implementation of curriculum units developed by staff	VIII-C	x	x	x	x		
27. Program modification and change through evaluation of program elements	VIII-D	x	x	x	x	x	
28. Implementation of K-adult guidance and counseling program	VIII-E			x	x	x	

MAJOR PROJECT ACTIVITIES	Reference in Quarterly Report	Objectives A	B	C	D	E	F
THIRD QUARTER							
29. Dissemination and project promotion activities	II						x
30. Milford, Nebraska, community survey	III-A					x	
31. Conceptual career education model developed for Milford Public Schools	III-B	x					
32. Instructional units developed for K-6	III-C	x	x	x			
33. Time schedule for curriculum implementation	III-D	x	x	x			
34. Lincoln personnel survey	III-E					x	
35. Occupational information directory	III-F					x	x
36. External evaluation results #2	IV-A	x	x	x	x	x	x
37. Summer inservice program evaluation	IV-B						x
38. Teacher educators orientation meeting	IV-C						x
39. Program description Milford K-12 counseling and guidance program	V-A	x				x	
40. Milford Information Center (MIC) established	V-B					x	x
41. Mini grant proposal for project exploration	V-C		x				
42. Individualized instruction on Diversified Occupations programs	V-E			x			
43. Staff employment and utilization--counseling	VI		x				
44. Staff development workshop ESU #6	VII-A						x
45. Milford Public School fall workshop (new staff)	VII-B	x	x				x
46. Community sruvey inservice meeting	VII-C					x	x
47. Inservice meeting for implementation of K-12 guidance and counseling program	VII-D	x				x	
48. Development of future inservice plan for new staff	VIII-A						x
49. Planning coordination and documentation of career education K-12 activities	VIII-B					x	
50. Plan for implementation of K-12 counseling and guidance program	VIII-C					x	x
51. Inservice counselors and administrators (Scottsbluff)	VIII-F						x
52. Attend four state regional conference for career education in Kansas City	VIII-G						x
FOURTH QUARTER							
53. Implementation of curriculum units K-12	I				x	x	
54. Dissemination of activities II-A, -B, -C, -D, -E, -F	II						x
55. Data collection and curriculum materials compilation activity	III	x	x				
56. Evaluation of K-4 guidance and counseling program	IV-A	x				x	
57. Evaluation of individualized instruction for diversified occupations related class	IV-B			x			
58. Third party evaluation #3	IV-C	x					
59. Attendance at AVA Workshop on Career Education	V-A						x
60. Development of continuation propcsal for Milford Career Education Project	V-C	x					
61. Development of "Exploration Through Technology" proposal	V-D		x	x			
62. Self-evaluation of K-12 educational program at Milford Public Schools	V-E	x	x	x			x
63. Staff development of curriculum units K-12	VI-A						x

MAJOR PROJECT ACTIVITIES	Reference in Quarterly Report	Objectives A	B	C	D	E	F
64. Planning and coordination of field trips for elementary level programs	VI-B	x					
65. Planning activity for secondary level programs	VI-C		x	x	x		
66. Evaluation of Career Education program	VII-A						x
67. Implementation of self-study for K-12 program	VII-B	x			x		
68. Implementation of K-12 guidance counseling program	VII-C				x	x	
69. Inservice program for counselors and administrators	VII-D						x
70. Develop inservice program for summer inservice of staff K-12	VII-E	x	x			x	x
FIFTH QUARTER							
71. Slide presentation on Milford Career Education Project	II-A						x
72. Newspaper release (PR)	II-B						x
73. Participate Governor's Conference on Career Education	II-C						x
74. School visitation to Milford Career Education project	II-D						x
75. Speaking engagements to Kearney State College	II-E						x
76. Teacher inservice for other institutions	II-F						x
77. Yearly report publication	II-G						x
78. Fourth quarterly evaluation meeting for project	IV-A	x	x	x			
79. Curriculum evaluation pre and post test analysis	IV-B	x	x	x	x		
80. "Exploration Through Technology" proposals (mini course)	V-B				x		
81. Project Director on advisory committee for UNL Teachers College on Career Education	V-C						x
82. "Checker Training Course" individualized instruction	V-D				x		
83. North Central evaluation procedures	V-E	x	x	x	x	x	
84. Coordination of staff inservice and development audio visual techniques	VI-A						x
85. Inservice planning for Milford Public Schools project continuation	VI-B						x
SIXTH QUARTER							
86. Inservice activity for Milford Public Schools K-12	II-A&B						x
87. Post test evaluation efforts	III-A	x	x	x	x	x	x
88. Diseemination of instructional units (Master Teacher)	III-B	x	x	x	x		
89. Third party evaluation #6	IV	x	x	x	x		
90. Evaluation of K-12 guidance and counseling program	IV					x	x
91. "Exploration Through Technology" special program	V-A		x	x	x	x	x
92. Staff development activities (individualized packages)	VI-A	x	x	x	x	x	x

Table III was compiled from the six quarterly reports based upon the classifications of project activity according to its emphasis upon the major project objectives. Ninety-two major activities were identified in the quarterly reports indicating the project impact upon the Milford School system. A major activity example would be the "Development of inservice programs for staff." Although this activity appears in the tabulations as a single activity, it actually consisted of many weeks or months of planning, developing and revising before the complete inservice program was complete. Many such sub-activities are not fully recognized in the general classification of activities in Table III.

Table IV

Identified Need	Product
1. In-house communication system	- Memorandum format, scheduled meetings of staff and administration
2. Sample career education curriculum	- Materials request form - Cataloging file - Resource Materials (Bibliography)
3. Pre and Post Testing	- Testing Instruments
Student awareness to world of work	- Student ranking of occupations - Questionnaire on Occupational Units
Student knowledge of the world of work	- List Occupations You Know Something About - Occupational and Educational Information Test
Students attitude toward the educational program	- School Sentiment Index - Cooperative Education Sentiment Index
Students attitude toward counseling and guidance program	- Attitudes Toward Guidance Program
Administration attitudes toward concepts of career education	- Administrators Evaluation of Career Education
Counseling and guidance services	- Counselor Questionnaire - PTO Evaluation of Career Education Concepts - Choosing A Job Inventory
4. Identification of community resources	- Questionnaire - Community Resource Handbook
5. External communications	- Third party evaluation schedule and format (see quarterly reports) - Public Relations Activites (see quarterly reports)

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4. Identification of community resources	- Questionnaire - Community Resource Handbook
5. External communications	- Third party evaluation schedule and format (see quarterly reports) - Public Relations Activites (see quarterly reports)

6. Teacher inservice program	- Inservice Packet for Teachers
7. Evaluation of teacher inservice	- Elementary Teacher Evaluation of Summer Inservice - Secondary Teacher Evaluation of Summer Inservice
8. Information dissemination	- Milford Information Center (MIC)
9. Curriculum modification	- Curriculum packages (see final report, appendix)
10. Model for local school	- Milford Conceptual Career Education Model
11. Information on local occupations	- Occupational Information Directory
12. Evaluation of guidance programs	- Evaluation of K-4 guidance and counseling program
13. Evaluation of programs	- Evaluation of Individualized Instruction in D.O. - Self Evaluation of K-12 programs - Evaluation of 3rd and 4th Grade Secrets Program - Evaluation of Mini Course (Technology) - Evaluation of Cash Register Operation Unit
14. Comparison of counselor-student occupational ranking	- Counselor Ranking of Occupations
15. Validation of inservice models	- Inservice Evaluation and Revision

Table IV lists the needs that were identified by project administrators and outside consultants as the program was developed. The products listed with the identified needs are the results of activities that were developed to meet the need requirement. Much of the project evaluation, relating to student data, rests in the internal evaluation efforts of project staff and teachers.

Since many of the activities or products developed in the school system during the first eighteen months of the project were non-existent previously, it is very difficult to obtain measures of a pre-test nature.

It would be unfeasible to conduct a comprehensive pre-testing of all the component situations of a project of this nature before installation.

The resulinng activities relating to evaluation are in the nature of operational decision-making techniques and student assessments as feasible to project implementatic and timing.

The products listed in Table IV are evidence of a highly productive project year.

The resulting activities relating to evaluation are in the nature of operational decision-making techniques and student assessments as feasible to project implementation and timing.

An additional indication of the productivity of this project has been the number of instructional units produced by teachers involved in the project. At the writing of this report the elementary component has produced 67 instructional units that have been field tested and revised after one year's operation.

The secondary level has produced 121 instructional units of a wide variety and with application in numerous subject areas.

The Master Teacher Publishing Company of Manhattan, Kansas, has indicated a desire to publish and disseminate the Milford K-12 Instructional Units on a cost recovery basis. Copyrights will remain with the U.S. Office of Education and the Milford Public School District.

TABLE V

Number of Occupational Units Taught in Milford Public Schools

School Year	K-12 Staff	No. Respondents	No. Units	Units Per Teacher
1971-72	44	18	90	2.04
1972-73	44	34	186	4.20

One of the concepts recognized in career education is its relationship to occupational education. The above table indicates a change in the number of occupational instruction units offered in the Milford school system. In addition to an increase in the number of teachers reporting or recognizing occupational instruction, there is also an increase (by 100 percent) of the ratio of occupational units offered per teacher.

This table was prepared from the final evaluation report, Volume III, Component No. 1, page 10.

TABLE VI

School	Students Tested		Percent of Increase or Decrease in Job Listings by Grade Level			
	5th Grade	7th Grade				
Seward	104	98	5th	-25%	7th	-25%
Emerson-Hubbard	38	41	5th		7th	-30%
Henderson	31	45	5th	+18%	7th	+62%
Milford	56	60	5th	+44%	7th	+64%
Centennial	28	39	5th		7th	-40%

Component No. 4, "List of Occupations You Know Something About," Volume III, page 31, lists the results of student indications of their awareness of occupations. Both the fifth and seventh grade test results show increases of student awareness of occupations, in contrast to the control schools, with the exception of one school. Although the reasons for various scores are not conclusive, it is evident that some exceptional change has taken place in two of the schools tested.

SUMMARY AND RECOMMENDATIONS

This report has been an attempt to identify some of the data that can assist the evaluative effort regarding the Milford Career Education Project. Many of the evaluation activities undertaken during the eighteen month duration of this project have not been included in this evaluation report.

The author of this report, having witnessed the emergence and completion of the Milford Project, feels that it has been a successful undertaking. This is not to imply that every component has been entirely successful, but the overall impact of the project has been felt on a statewide basis as well as locally.

The following recommendations are for consideration during the next year's operation of the Milford Career Education Project and may indicate some of the weaknesses of the past year's program.

1. The efforts of individual teachers should be recruited to validate teacher developed curriculum materials using a standardized format and criteria.

2. Further instrumentation and testing should be developed to explore student changes resulting from the project.

3. Student assessment data indicates recognition of the importance of counseling and guidance, but suggest that additional activity needs developing in this area.

4. External evaluation efforts should be transferred to a different agency in order to obtain a new perspective.

5. Continued effort is necessary in the development of occupational skills for graduating students and students leaving school before graduation.

6. The concept of offering education adjustment possibilities to adults of the community has not been explored to a great extent at this time.

f. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR THE FUTURE

Conclusions:

1. Community-based learning activities learning activities is an appropriate strategy for providing students with the opportunity to make application of the skills and knowledges we teach in the regular classroom.

2. Community support is the basis of the success of trying to develop the concept of career education in a local school system. The use of community resource people can only enhance the educational development of students in our classrooms today.

3. Occupational information must be provided to students in a systematic way and as an integral part of the educational program.

4. The concept of career education must be viewed by educators as providing experiences (in and outside the school) to students so that when they must make educational or occupational plans, they will have some experience base to make such a decision.

5. The success of integrating the concept of career education will and has been based upon the creativity of the individual teacher to relate basic skills and knowledges to everyday living situations rather than abstract situations.

6. One of the elements or concepts to be developed through the philosophy of career education is that all work has dignity or all types of work roles play an important part in our everyday life. Our pre and post test evaluation of students at 5 different schools view professional occupations (doctor, lawyer, physician) having any type of dignity or worth. In reality, limited number of people will get into certain professional work roles because of their own interests and abilities.

7. The utilization of an elementary guidance counselor as part of the student's development can be readily justified. Problem identification must take place and be confronted long before the student reaches the junior-senior high school program.

8. The types of guidance and counseling services provided to our student population must be expanded to include the concept of community services. Local schools must become involved in assessing the needs of their local community and develop skills in program planning.

RECOMMENDATIONS FOR THE FUTURE

1. Teacher-education institutions must assess the possible strategies for preparing teachers through pre service and inservice programs throughout the state of Nebraska.

2. In promoting the concept of career education within the educational circles, the concept must be presented as techniques for application of the basic skills and knowledges we now teach in the regular classrooms.

3. Continued effort must be given to articulate the K-12 learning activities which relate to developing the philosophy of career education.

4. The strength of the concept is the utilization of community resources in the classroom as well as out in the community. The classroom teacher must realize the importance of utilizing people in the community who have many years of "living" education experiences.

5. The role of the guidance counselor must be one of providing the teaching staff with community resources which could be used in the classroom. The guidance counselor and his/her role must be expanded to provide more services to students. teachers, and parents in the local community.

6. Local schools must look at accountability as an inherit theme of career education. Local schools must identify continued types of evaluation which measures competencies which are taught in the classroom. Local schools must assess what "survival skills" are necessary for students to perform effectively in our society. These competencies must become part of the instructional program.

APPENDIX A

Review of Literature

XI. Review of Literature

The following pieces of literature are only examples of Career Education materials available for review:

Project Devise, Darrel W. Coburn, E.S.U. #12, Alliance, Ne., 1972.

Schools Without Failure, William Glasser, Harper & Row: New York, 1969.

I'm OK--You're OK, Harris, Harper and Row: New York, 1969.

Career Education: A Position Paper, State Department of Education, Nebraska, 1972.

Career Education: What It Is and How To Do It, Salt Lake City, Utah: Olympus Publishing Company, 1972.

Career Guidance: An Overview of Alternative Approaches, Columbus: The Center for Vocational and Technical Education, The Ohio State University. August, 1971.

Career Education: A Handbook for Implementation, Washington, D.C.: U.S. Government Printing Office, February, 1972.

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Review and Synthesis of Foundations for Career Education. Herr, Edwin L., Information Series No. 61, ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, Ohio State University. Columbus, Ohio, March, 1972.

Marland on Career Education, Reprinted from American Education, (November, 1971, Washington, D.C.: U.S. Government Printing Office, Order No. HE 5.280: 80076.

Synopses of Selected Career Education Programs: A National Overview of Career Education. Morgan, Robert L., Raleigh: The Center for Occupational Education, North Carolina State University, April, 1972.

Occupational Information Materials, Cook, H.E. Progress Report No. 4, Atlanta, Georgia; Atlanta Public Schools, February, 1968.

"Career-Orientated Curriculum: Cobb County Model.", Crews, A.C., American Vocational Journal, (1969), pp. 44, 17.

Vocational Psychology, Crites, John O., New York, New York; McGraw-Hill Book Company, 1969.

Occupational Choice: An Approach to a General Theory, Ginzberg, A.S.; New York, New York: Columbia University Press, 1951.

"Elements of a Model for Promoting Career Development in Elementary and Junior High School", Gysbers, Norman C. Paper presented at the National Conference on Exemplary Programs and Projects--1968 Amendments to the Vocational Education Act, Atlanta, Georgia, March, 1969.

Decision-Making and Vocational Development, Herr, Edwin L.; Boston, Mass., Houghton-Mifflin Company, 1970.

"Unifying an Entire System of Education Around a Career Development Theme" Paper presented at National Conference on Exemplary Programs and Projects--1968 Amendments to the Education Act, Atlanta, Georgia March 1969.

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Teacher's Guide to: Self Understanding Through Occupational Exploration (SUTOE). Oregon State Department of Education. Salem, Oregon: The Department Division of Community Colleges and Vocational Education, 1968.

"The Oregon Way: A State Plan for Applying Relevancy to Education", Parnell, Dale. American Vocational Journal, Vol. 44, No. 9, (1969).

Career Development Guide for the Elementary School, Ryan, Charles W.; Agusta, Maine: Bureau of Vocational and Adult Education, State Department of Education, July, 1971.

"Career Patterns as a Basis for Vocational Counseling", Super, D.E.; Journal of Counseling Psychology, Vol. 1 (1954).

Career Development: Self-Concept Theory. New York, New York: College Entrance Examination Board, 1963.

Wrenn, C. Gilbert, "Human Values and Work in American Life". Man in a World of Work, Edited by Henry Borow. Boston, Massachusetts: Houghton-Mifflin Company, 1964.

A Curriculum Model for Facilitating Career Development, 1971. Carbondale: Career Development for Children Projects, Southern Illinois University.

"Dimensions of Counseling for Career Development", Morrill, Weston H., and David J. Forrest, Personnel and Guidance Journal, Vol. 49, (December 1970).

"OCCUPACS for Hands-on Learning", Peterson, Marla. American Vocational Journal, January, 1972.

U.S. Department of Health, Education and Welfare. Vocational Education: The Bridge Between Man and His Work. Washington, D.C.: Advisory Council on Vocational Education, 1968.

World of Work Resource Units for Elementary Teachers, Wernick, Walter. Dekalb, Illinois: ABLE Model Program, Northern Illinois University, 1971.

"A Comprehensive Vocational Education Program for Career Development in K-12", Florida State Department of Education.

"Synopsis of Cobb County Occupational and Career Development Program", Marietta, Georgia.

"Elementary Guide for Career Development", Moberly Public Schools, Moberly, Missouri. 1971.

"Exploring the World of Work", North Dakota State Board for Vocational Education.

"K-12 Guide for Integrating Career Development into Local Curriculum", Wisconsin State Department of Education, 1972.

"Career Development: A Lifelong Process", School District of the City of Pontiac, Pontiac, Michigan.

"Vacant Lot Studies", Environmental Science Center, Golden Valley, Minn.

"The World of Work", Syracuse City School District, Syracuse, New York.

"Exemplary Program of Awareness and Career Development", Lincoln County Schools, Hamlin, West Virginia.

"A Plan for Career Development in the Public Schools of the District of Columbia, Task Force Report on Vocational Education", May 1969. Washington, D.C.

"Exemplary Program in Occupational Education in a Typical Kansas Rural School", Clay Center, Kansas.

"Jones County Career Centered Materials", Jones County, Mississippi.

"Exemplary Comprehensive Occupational Orientation Vocational Education Program", Bulletins #1 and #3, Tulsa Public Schools, Tulsa, Oklahoma.

"Career Development Guidelines", Grades 7-9, Racine, Wisconsin.

APPENDIX B

Cash Register Operation Unit

Student Evaluation

CASH REGISTER OPERATION UNIT

Student Evaluation

General Business, 10th Grade, 8 students

1. Do you feel that you learned a skill which you may use someday?

   7 yes no 1 maybe

2. Do you think you will operate a cash register in the near future?

   2 yes 1 no 5 maybe

3. Do you feel cash register operation is a skill which all graduating students should have?

   6 yes 2 no

4. How would you improve the unit?

   1. I don't know
   2. Pretty good the way it is now
   3. More time to work with the machines
   4. I don't know because I thought was pretty good this year
   5. It was pretty good the way it is

5. Do you feel confident that you could go out and work as a checker or salesclerk after completion of this unit?

   7 yes 1 no (if no, please explain)
   Need more practice

6. Should this unit of instruction be continued?

   8 yes no

CASH REGISTER OPERATION UNIT

Student Evaluation

Bookkeeping
11-12th grade
11 students

1. Do you feel that you learned a skill which you may use someday?

7 yes | 1 no But I learned a skill--thanks | 3 maybe

2. Do you think you will operate a cash register in the near future?

2 yes | 2 no | 7 maybe

3. Do you feel cash register operation is a skill which all graduating students should have?

11 yes | no

4. How would you improve the unit?

1. It was OK
2. It was an interesting unit which I feel I will be able to use in the future. All in all it was very great!
3. Have about 2 people to one machine
4. Have more cash registers
5. Have newer cash registers

5. Do you feel confident that you could go out and work as a checker or salesclerk after completion of this unit?

7 yes | 4 no (if no, please explain)

1. I'm going to college to be a nurse. I work in a nursing home and after college I will work in a hospital.

2. Not that I don't know how, but <u>speed</u>.

6. Should this unit of instruction be continued?

11 yes
It was fun | no

CASH REGISTER OPERATION UNIT

Student Evaluation

H.E.R.O.
11th & 12th Grade
15 students

1. Do you feel that you learned a skill which you may use someday?

   6 yes — already knew it
   2 no
   7 maybe

2. Do you think you will operate a cash register in the near future?

   2 yes — I am now
   5 no
   8 maybe

3. Do you feel cash register operation is a skill which all graduating seniors should have?

   8 yes
   7 no

4. How would you improve the unit?

   1. Alternate days
   2. I wouldn't, it's OK the way it is
   3. Give us more time to work on it
   4. Offer this unit not to Seniors, but sophomores and juniors as they will begin working before they were graduate
   5. Have more machines that work
   6. We should have gone to place where the cash register is made
   7. Tell students what they will be expected to do each day
   8. I really learned a lot.

5. Do you feel confident that you could go out and work as a checker or salesclerk after completion of this unit?

   1 yes
   2 no (if no, please explain)
   Not enough experience

6. Should this unit of instruction be continued?

   14 yes
   1 no

   1. Just for the students who would want to learn this skill
   2. Because it's fun but not really necessary
   3. Only learn the basic skills and spend maybe 4 days to one week on it with no grading

APPENDIX C

Bibliography of K-12 Instructional Units

CAREER AWARENESS BIBLIOGRAPHY

K-6

Field Tested and Revised

GRADE LEVEL	NAME OF UNIT	NAME OF TEACHER
K	Total Curriculum Guide	Nancy Winseman
1	Bank Occupations Help People	Dorothy Bender
1	Safety Helpers: Safety Patrol Lifeguard, Rescue Squad Attendant	Dorothy Bender
1	Clothing Occupations Help People	Dorothy Bender
1	Baking Occupations Help People	Dorothy Bender
1	Carpenter	Jane Kelley
1	The Plumber	Jane Kelley
1	Travel on Wheels--Train, Bus, Truck, Car, Taxi	Jane Kelley
1	Travel on Water in our Community:	Jane Kelley
1	Air Travel (Plane, Jet, Helicopter, Rockets)	Jane Kelley
1	Transportation is Interrelated	Jane Kelley
1	Any Family member who has an occupation is either a producer of goods or a producer of services	Linda Voecks
1	The Postman	Sharon Cobb/Marcia Timm/Lois Farlin
2	Occupations in Small Town Neighborhoods	Linda Voecks
2	Occupations in the Suburban Neighborhood	Linda Voecks
2	Occupations Concerning the Farmer	Linda Voecks
2	The Policeman	Sharon Cobb/Marcia Timm/Lois Farlin
2	The Fireman	Sharon Cobb/Marcia Timm/Lois Farlin

GRADE LEVEL	NAME OF UNIT	NAME OF TEACHER
2	The Farmer	Sharon Cobb/Marcia Timm/Lois Farlin
2	Community Health Workers	Sharon Cobb/Lois Farlin/Marcia Timm
2	Optometrist	Sharon Cobb/Marcia Timm/Lois Farlin
2	The Pharmacist	Lois Farlin/Marcia Timm/Sharon Cobb
2	The Medical Doctor	Sharon Cobb/Marcia Timm/Lois Farlin
2	Factory Workers	Sharon Cobb/Lois Farlin/Marcia Timm
2	Dentist	Sharon Cobb/Marcia Timm/Lois Farlin
2	The Nurse	Sharon Cobb/Marcia Timm/Lois Farlin
2	The Supermarket	Sharon Cobb/Marcia Timm/Lois Farlin
2	The Candystriper	Sharon Cobb/Marcia Timm/Lois Farlin
3-4	Agriculture, Grain--The Relationship of Crops Grown by the Farmer to the Business World	Elaine Johnson/ Joan Sterns
3-4	Recreation and Hospitality-- Leisure Time	Joan Sterns
3-4	Land Transportation	Mary Kinsey
3	Telephone--Communications	Bonnie Smith
3	City	Bonnie Smith
3	Air Travel	Bonnie Smith
3-4	Agri-Business	Mary Kinsey
3-4	Telegraph	Mary Kinsey
3-4	Soil Conservation	Mary Kinsey

GRADE LEVEL	NAME OF UNIT	NAME OF TEACHER
3-4	Communications--Radio	Joan Sterns
5	The Television World· Careers and Skills	Marilyn Kerrmoade
5	Newspaper Workers	Marilyn Kerrmoade
5	Coal Mining and the Mining of other Minerals	Helen Moser
5	Manufacturing	Helen Moser

CAREER AWARENESS BIBLIOGRAPHY

K-6

New Units Developed This Summer

GRADE LEVEL	NAME OF UNIT	NAME OF TEACHER
Special Education (Elementary)	Domestic Services--Housekeeping	Helen Micek
Special Education (Elementary)	Domestic Animal Care	Helen Micek
Special Education (Elementary)	Food and Beverage Preparation and Service	Helen Micek
K	School Workers	Mary Jennings
K	Barbers And Beauticians	Mary Jennings
K	Bakers	Mary Jennings
1	Public Services: The Telephone	Dorothy Bender/Linda Voecks
1	Painter	Betty Boyes
1	Lifeguard	Betty Boyes
1	Stewardess and Conductor	Betty Boyes
2	Business and Office: The Secretary	Sharon Cobb/Lois Farlin/ Linda Voecks
3-4	Marketing and Distribution	Mary Kinsey
3-4	Environment (Environment Resource Control)	Mary Kinsey
3-4	Marketing and Distribution	Joan Sterns
3-4	Hospitality and Recreation-- Theatre Occupations	Celia Hoffman
3-4	Hospitality and Recreation-- Travel Agent, Public Relations Worker, Sightseeing Guide	Celia Hoffman
3-4	Environmental Control---Disease Control	Joan Sterns
3-4	Environmental Planning	Bonnie Smith
3-4	Marketing and Distribution (Selling)	Bonnie Smith

GRADE LEVEL	NAME OF UNIT	NAME OF TEACHER
3-4	Marine Biology	Marv Kinsey/Ronnie Smith
3-4	Environmental Control (Conservation-Wildlife)	Joan Sterns
5	Food and Nutrition	Helen Moser
5	Telephone Workers	Marilyn Kermmoade
5	Forestry and Related Forestry Industries	Helen Moser
5	Sheet Metal Workers	David Anderson

MILFORD PUBLIC SCHOOLS

7-12 Instructional Units

Bibliography

NAME OF UNIT	GRADE LEVEL	TEACHER
Economist FBI Agent Personnel Worker Social Worker Attorney Sociologist	12 (Government)	Ted Allison
Health, Recreation and Leisure Time Cluster-- Athletic Director	Advanced P.E. (11-12)	Denny Bargen
Router (Packets) Shaper Radial Arm Saw	Industrial Arts	Dwayne Brettmann
The Graphic Language and Mechanical Drawing	Mechanical Drawing	Dwayne Brettmann
Lettering Geometry and Technical Drawing Views of Objects Dimensioning Auxiliary Views Sectional Views Threads and Fasteners Pictorial Drawings Working Drawings Shop Processes	Mechanical Drawing	Dwayne Brettmann
Business Forms	Advanced Typing (11-12)	Bonnie Sibert Sandi Christy
FBLA	9-12	
Exploratory Business-- Data Processing Bookkeeping Stenographer Bank Clerk 10 Key Adding Machine	General Business (10)	
Duplication Machine Operator	Advanced Typing	

NAME OF UNIT	GRADE LEVEL	TEACHER
Teeth: Function & Care	9th P.E.	Sue Rikli
Care of Feet & Importance of Good Posture in Job Interviews, Training, and on the Job.		
Skin Care and Problems		
Diet and Weight Control		
Public Health		
Laws and Requirements of Cosmetology School		
The Love Life of a Bibliophile, or The World of a Librarian	11th History	Mike Shimeall
Disaster Team Training		Jesse Reed
Measurements in Chemistry	11th (Chemistry)	
Characteristic Properties of Matter	11th (Chemistry)	
Solubility	11th (Chemistry)	
Career Information: Physics		
Career Information: Biology		
Geologist, Petrologist	(Science & History)	Ted Allison &
Conservation Cluster:	(Science & History)	Mike Shimeall
Conservation Officer, Range Manager, Forester, Forestry Aide		(Team teaching)
Revised	Civics	Julie Jantzi
Consumer Economics for Young Citizens		
Local Courts--Justice Under the Law		
State Constitutions		
State Agencies and Administration		
City--Structure		
City--Servant		
School District		
Law Making--We can Help		
Organization of County Government		
New Units		Julie Jantzi
Appreciation of Occupational Studies	(Civics)	
Land of the Earth	7th Grade Geography	
Water of the Earth		
Geographer's Tools		
Local Geography--Map Skills		
Map Reading Skills--Latitude and Longitude		
Climate		
Civil Engineers		

NAME OF UNITS	GRADE LEVEL	TEACHER
Character Study Plot Structure Study Building America Art of Storytelling Staff--What They Do Tuning In & Listening Say It Like It Is With a Growing Vocabulary Communication Via Mail Clear and Interesting Reports and Explanations Speaking: Expressing Ideas Enjoying Drama	7th Grade English	Julie Jantzi

High School English Program--Quarter Course Program Implemented

Grade Level 9-12	(Students select their own program based upon their needs)	Penny Jans Joyce Caleca Betty Johnson

Quarter Course Titles

Grammar
*Business Communications
Justice in History
Classical Background
Frontier Literature
*Personal Reading
Introduction to Research
*Acting and Directing
Oral Communication
19th Century English Novel
American Life
Gothic Novel
*Introduction to Business English
Creative Writing
American Short Stories
*Technical Reading
Local Color
World of Imagination
*Newspaper--Journalism
Humor
Reform Novel

(All quarter courses are not offered every school year)

*New Alternatives for the students who may or may not be going to college upon graduation.

MATH (Individualized Packets)	8th Grade Math	Larry Meyer
Introduction to Packets		
Occupational Clusters* (14)		
Transportation (Driving Occupations)		
Manufacturing (Mechanical Occupations)		
Personal Services		
Business and Office		
Marketing and Distribution (Sales Occupations)		
Marketing and Distribution (Insurance and Adjusting)		
Construction		
Health		
Fine Arts		
Public Service (Postal Workers)		
Public Service (Lineman and Telephone Repairman)		
Communications and Media		
Manufacturing--Warehousing and Inventory		
Consumer and Homemaking		

*Adapted from school in Minnesota

Food Service Occupations	Grades 10-12 (Home Economics)	Pat Backemeyer
Cooks and Chefs Unit		
Waiters and Waitresses	10-12	
30 Different Career Information Packets	12th Graders	
Cartooning	7-12 (Art)	Linda Ritchie
House Design		
Advertising Design		
Advertising--Poster and Layout Design		
Composition		
Printing & Use of Printing Machine		
How to Read a Nebraska Map on Occupations	7-9 Special Ed.	Linda Smith
Highway Maps and What Are Some of the Jobs in the Different Geographical Areas		
Checker-Training Course	10-12	Larry Willis

TOTAL UNITS REVISED OR DEVELOPED THROUGH 18-MONTH PROJECT 121* Instructional Units

*This includes the 9 week quarter courses in the English Program.
*Instructional units vary in length of 1 or 2 days to a 9 week program.

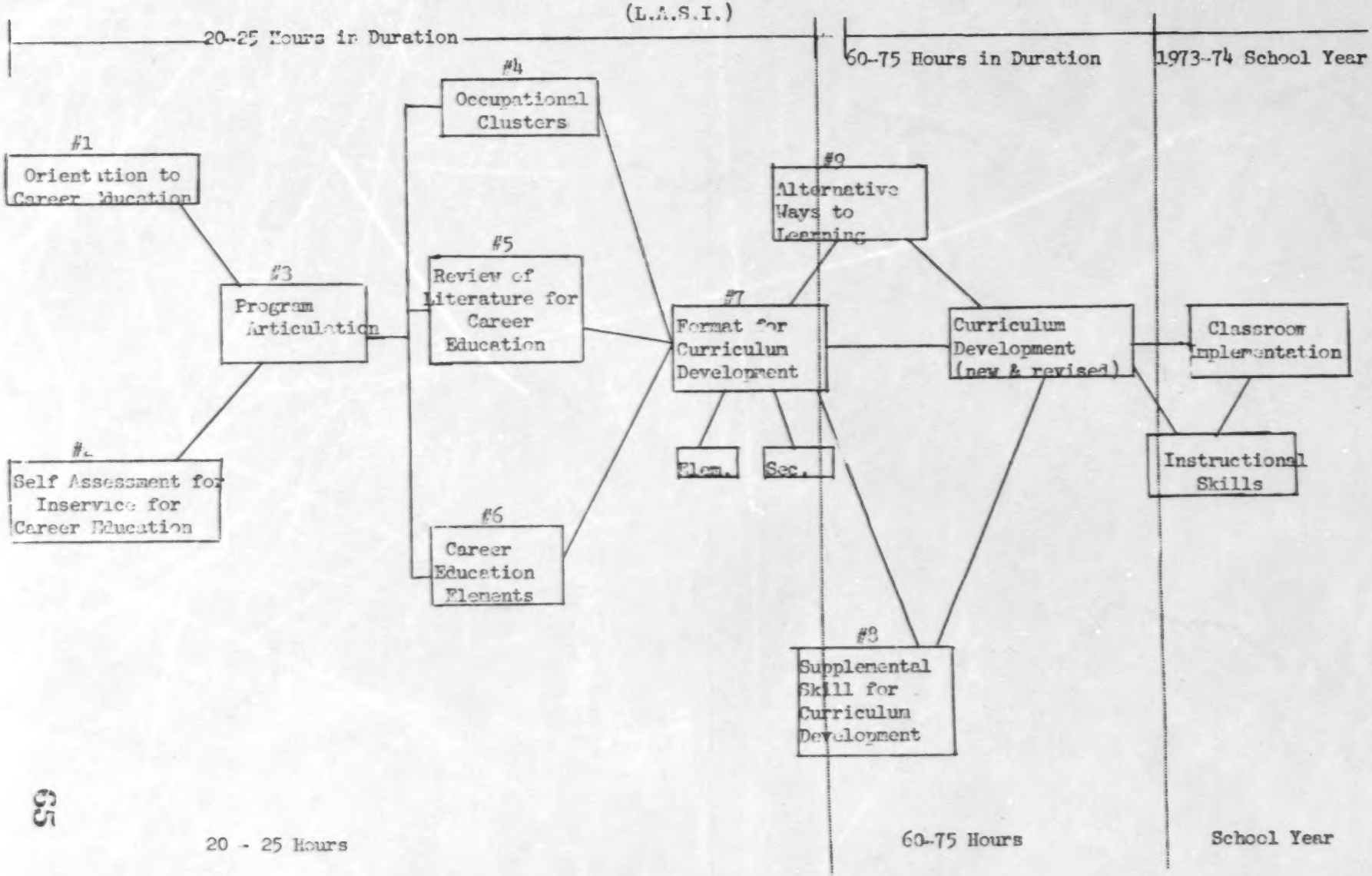
APPENDIX D

Learning Activities for Staff Improvement (L.A.S.I.)
Program Plan

CAREER EDUCATION

LEARNING ACTIVITIES FOR STAFF IMPROVEMENT

(L.A.S.I.)



APPENDIX E

Inservice Program Evaluation Instrument

CAREER EDUCATION

INSERVICE PROGRAM EVALUATION

This is an evaluation of the LASI (Learning Activities for Staff Improvement)

Directions: Please complete this evaluation for each of the learning packages you complete. Be as open and critical as you can.

LASI #_____

1. All in all, how worthwhile was this LASI for you?

_____ Very worthwhile _____ Worthwhile _____ Not very worthwhile

_____ A waste of time

2. What did you think was worthwhile?

3. What did you think was a waste of time?

4. What suggestions do you have for improving the LASI?

5. Were the monitors or project director helpful in assisting you in completing this LASI?

_____ Very Helpful _____ Helpful _____ Not very Helpful